Checklist for Assessing Effective Professional Development

Element	Present/Not Present	Evidence
Connects to curriculum and learning standards		
Uses constructivist, inquiry approach		
Uses explicit model of student learning		
Provides resources/lessons for immediate teacher use		
Active learning experiences		
• Observing expert teachers		
• Being observed while teaching		
• Engaging in interactive feedback or discussion		
• Reviewing student work in a content area		
• Leading discussions		
Coherence		
• Between teacher beliefs / knowledge and content of PD		
• Between local education policies or reform efforts and content of PD		
• Explicit connections between PD and classroom practices		
• Coaching and mentoring in classrooms		
Duration and Intensity		
• Average of at least 49 hours		
• Includes or allows for multiple in-classroom coaching and mentoring sessions over at least two terms		

NOTES:

http://www.emints.org
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Based on findings from: Martin, W., Strother, S., Beglau, M. Bates, L., Reitzes, T., and McMillan-Culp, K. (2010) Connecting instructional technology professional development to teacher and student outcomes. <u>Journal of Research on Technology in Education.</u> 43 (1), 53-75.